



# **Grade 12**

## **Sample Released Writing Tasks**

**January 2004**

This document contains released writing tasks from the Kentucky Core Content Test. These tasks are presented in the new test format that will be used for the 2004 KCCT. You will notice some design changes. The scoring criteria are presented before the writing tasks. Students will be writing their final copy directly in the test booklet.

### **Table of Contents**

Writing Cover Page .....	2
Scoring Criteria for On-demand Writing .....	3
Writing Tasks .....	4-8
Acknowledgments .....	9
Scoring Information for Writing .....	10-11



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## **Writing**

### **GENERAL DIRECTIONS**

This part of the test contains two writing tasks. Read the two writing tasks carefully. Choose only ONE of the tasks to complete.

You will have 90 minutes to complete this task. You may not work or confer with anyone.

- Think about what you want to write.
- Use a prewriting/planning activity such as making notes, outlining, webbing, mapping, clustering, or brainstorming on paper provided by your teacher.
- Write a draft on paper provided by your teacher.
- Revise and edit your draft. You may use a dictionary and/or thesaurus.

Write the FINAL copy in your test booklet using a #2 pencil.

These criteria will be used to score your work.

## **SCORING CRITERIA FOR ON-DEMAND WRITING**

**PURPOSE/AUDIENCE:** The degree to which the writer maintains a focused purpose to communicate with an audience by:

- narrowing the topic to establish a focus
- analyzing and addressing the needs of the intended audience
- adhering to the characteristics (e.g., format, organization) of the form
- employing a suitable tone
- allowing a voice to emerge when appropriate

**IDEA DEVELOPMENT/SUPPORT:** The degree to which the writer develops and supports main ideas and deepens the audience's understanding by using:

- logical, justified, and suitable explanation
- relevant elaboration
- related connections and reflections
- idea development strategies (e.g., bulleted lists, definitions) appropriate for the form

**ORGANIZATION:** The degree to which the writer creates unity and coherence to accomplish the focused purpose by:

- engaging the audience and establishing a context for reading
- placing ideas and support in a meaningful order
- guiding the reader through the piece with transitions and transitional elements
- providing effective closure

**SENTENCES:** The degree to which the writer creates effective sentences that are:

- varied in structure and length
- constructed effectively
- complete and correct

**LANGUAGE:** The degree to which the writer demonstrates:

- word choice
  - » strong verbs and nouns
  - » concrete and/or sensory details
  - » language appropriate to the content, purpose, and audience
- concise use of language
- correct usage/grammar

**CORRECTNESS:** The degree to which the writer demonstrates:

- correct spelling
- correct punctuation
- correct capitalization

Choose only ONE of the following writing tasks to complete.

## WRITING TASK 1

### SITUATION:

From a very young age we are taught to follow the rules at home, then at school, and, later, on the job. Think of a time when you needed to know the rules. What happened? Why were the rules important? Could someone else learn from your experience?

### WRITING TASK:

Write an editorial for your school newspaper about the importance of rules. Support your idea by writing about a time when knowing the rules proved to be important.

OR

## WRITING TASK 2

### SITUATION:

The city council in your town has decided that “cruising” (teens and adults driving back and forth through town with no particular place to go) and “loitering” (standing around on street corners or in parks or parking lots) are problems that they must address.

A member of the city council has said in the local newspaper, “Many people have come to us complaining that the people cruising and loitering make our town look bad, and it hurts our environment, not to mention how it slows traffic. They say the police should be able to stop these things. Others claim it is a person’s right to drive back and forth through town or to stand in a public place talking. We have to make a decision, and we need input from the citizens of our community. We want people to come in and speak about this issue.”

### WRITING TASK:

Prepare a speech to be given to the seven-person city council outlining your solution. You can discuss either loitering or cruising, or both, but convince the council to try your plan.

## WRITING

**Use a #2 pencil to fill in the circle that shows the number of the writing task that you have chosen.**

## TASK

[illegible]









# ACKNOWLEDGMENTS

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# SCORING INFORMATION FOR WRITING

For each writing task, this section provides the Academic Expectation(s) and Code(s) from the Core Content for Assessment that the task addresses and the percentage of test takers who scored at each performance level.

## WRITING TASK 1

### SITUATION:

From a very young age we are taught to follow the rules at home, then at school, and, later, on the job. Think of a time when you needed to know the rules. What happened? Why were the rules important? Could someone else learn from your experience?

### WRITING TASK:

Write an editorial for your school newspaper about the importance of rules. Support your idea by writing about a time when knowing the rules proved to be important.

**Academic Expectation:** 1.11 “Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.”

**Core Content Code:** 1.4 “*Transactive writing* is informative/persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives.”

**On-Demand Category:** Narrate

Percentage of test takers in 2003 who achieved a performance level

of distinguished:	<1
of proficient:	14
of apprentice:	59
of novice:	26
of novice non-performance:	1

## WRITING TASK 2

### SITUATION:

The city council in your town has decided that “cruising” (teens and adults driving back and forth through town with no particular place to go) and “loitering” (standing around on street corners or in parks or parking lots) are problems that they must address.

A member of the city council has said in the local newspaper, “Many people have come to us complaining that the people cruising and loitering make our town look bad, and it hurts our environment, not to mention how it slows traffic. They say the police should be able to stop these things. Others claim it is a person’s right to drive back and forth through town or to stand in a public place talking. We have to make a decision, and we need input from the citizens of our community. We want people to come in and speak about this issue.”

### WRITING TASK:

Prepare a speech to be given to the seven-person city council outlining your solution. You can discuss either loitering or cruising, or both, but convince the council to try your plan.

**Academic Expectation:** 1.11 “Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.”

**Core Content Code:** 1.4 “*Transactive writing* is informative/persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives.”

**On-Demand Category:** Persuade

Percentage of test takers in 2003 who achieved a performance level

of distinguished:	<1
of proficient:	19
of apprentice:	60
of novice:	20
of novice non-performance:	1